**An Analysis of English-Speaking Activity for Introvert Learners’ Necessity**

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**Abstract**

This study focuses on introvert learners in eighth grader of A and B class. Totaling 72 students and 2 teachers at state Junior High School 2 Sungailiat. The objective of this study is to determine the lack and expectation of introvert learners and the teacher of English handles introvert learners for the importance of their speaking ability. This study used qualitative research and used questionnaire to analyze students who are classified as introvert and interviewed with teacher of English and counseling teacher. The result is there are 8 introvert learners in eighth grader of A and B class. The biggest problems faced by introvert learners are lack of vocabulary and self-confidence in their speaking activities. Introvert learners find it difficult to express opinions in front of many people. Then, teacher of English can provide learning based on the lack of introvert learners, such as group discussion, thus introvert learners can express their opinions in a small scope. The expectation of introvert learners, teacher of English to pay more attention to themselves. The teacher can provide material with the media of English songs because introvert learners tend to be audio-visual learners, introvert learners more easily accept the material in a fun way.

**Keywords: Analysis, Speaking Activity, Introvert Learners**



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**Introduction**

Many people learned English language to be able to communicate with other countries. Jaya (2019, p. 5) claims that learners must learn English in order to communicate with other countries. Talking about communication, speaking has become an important role in communication. Leong & Ahmadi (2017, p. 34) claim that speaking is an effective means of communication that must be developed, which can help us to interact with other people in daily life. Speaking also must be spoken fluently and accurately so that the other person can understand what we are saying. Hermansyah (2021, p. 2) states that students have a lot of difficulty in mastering speaking skill because they have to focus on grammar. Speakers need to focus on listening and speaking at the same time so that communication becomes effective and understood by the other person.

Even though it is quite difficult, many students have a good speaking activity their have a good vocabulary and have a good confidence, so that their speaking skill are good too. However, not all EFL students are easy to express their meaning because there are many individual differences that influence from students’ personality Samand et al, (2019, p. 2). This individual difference will affect someone’s speaking ability. Someone’s personality can be classified into two types, they are extrovert and introvert. Boroujeni et al, (2015, p. 213) state that extrovert prefers to do social activities from outside and easy to interact with other people whereas introvert focus on their energies more inward, more careful in speaking, do something to avoid mistakes, and prefer being alone. On the other hand, extrovert dan introvert have different personality and this affects their speaking activities. Extrovert are more likely to have better speaking skill than introvert. Zafar & Meenakshi (2012, p. 34) Second Language Acquisition theorist claims that extrovert learners are better at learning languages, because they often use language to talk other people. Its mean that, extrovert learners speaks more fluently than introvert learners.

Amalia & Husna (2019, p. 93) state that introvert learners when understand some information and giving opinion their needs more time before sharing to other people. Introvert learners also prefer to listen than to speak out. Davidson & Pelletier (2015, p. 99) claim that extrovert learners compared to introvert learners had higher stress level, its cause introvert learners have a quiet nature and difficult to express what they feel to others. From some description, the writer believes that, this is important to analyze because based on the definitions of personality above, students who have introvert personalities are difficult to express ideas, thoughts, less sociable, more careful in speaking, prefer being alone, considering this will affect their speaking skill, Boroujeni et al, (2015, p. 213).

The writer summarizes the objective in this study; the first one is to find out lack of introvert learners in their speaking activities. By knowing the causes of the lack, the writer can suggest things that can motivate introvert learners in their speaking activities to be better, and also the readers of this study can find out the lack that affect the speaking ability of introvert learners; The second objective, the writer wants to find out expectation of introvert learners in improving their speaking ability. Thus, the readers and teachers can understand what introvert learners’ expectations in improving their speaking ability; The last objective is the writer wants to know how teacher of English handle introvert learners in improving the students' speaking ability.

Based on the experts above, extrovert and introvert have different personality. Introvert have problems in social activity, and also difficult to express the things to others and this affect with the way they speak, especially in learning process. Thus, the writer decided to the research with the tittle “An Analysis of English-Speaking Activity for Introvert Learners’ Necessity”

**Concept of Speaking**

 Samand et al (2019, p. 2) claims that speaking is a productive skill for communication tools in English competence. Its mean that, speaking skill is a tool to convey opinions and feelings to others, compared to the 4 skills in English competence, speaking is the most important skill for communication. In the same line with Jaya (2017, p. 2) speaking can express feelings thoughts or opinions to others. Iman (2017, p. 89) states that speaking is the process to share and receive information between listener and speaker, so that the information received can be understood properly. Its mean that, the speaker must pay attention to good language so that it is suitable and understood by the listener. Speaking an important thing to mastered, so that it can communicate well and effectively. Without speaking, we cannot express the thoughts that we want to convey to others.

Amalia & Husna (2019, p. 92) speaking is express the meaning orally. Speaking also build a sense of friendly by greeting someone, making us more confident by conveying the meaning that we convey to others. Rao (2019, p. 6) claims that speaking is the most important language skill to communicate with other countries. So, it is not only able to express our opinions, it is also made us to interact with other countries and it can make it easier for us in any matters such as education or work outside the country because we have a good communication skill. Based on the concept of speaking above, it can be concluded that speaking is a communication tool that has many benefits in daily life. Speaking can express opinions, thoughts, feelings, share information with others in many countries.

**Speaking Activities**

Speaking activities that can improve someone’s speaking ability. Rao (2019, p. 13) claims that teachers can provide speaking activities in order to improve their speaking skill. According to him, it is not only for communication, speaking activities can improve speaking ability. Speaking activities such as role play, discussion, story- telling, and listening music and sing a song.

Role Play

Rao (2019, p. 14) argues that role play is an activity that can improve speaking skills for students. Besides being able to improve speaking skill, students can express actions and foster self-confidence, the role of the teacher in this activity is very important and needed, with motivation and encouragement from the teacher. Students try to speak so that speaking activities become fun and can improve their speaking skill through role play

Discussion

This activity can also improve students’ speaking skill, because students can provide opinions or ideas when discussing in a pleasant atmosphere. Theriana (2020, p. 53) states that students can develop speaking skill in solving problems actively and creatively. On the other hand, Jaya (2016, p. 3) claims that, this activity must have a strategy that can meet the needs of students in speaking skill. The teacher can provide fun discussion topics for students. Thus, when students share opinions or ideas, students become interested and motivated to develop their speaking skill. During discussion, students become independent and accustomed to issuing many sentences, this can improve their speaking skill.

Story-telling

Hisam (2020, p. 318) argues that story-telling can improve students speaking skill necessity in a fun way. This activity, students tell stories in a class or on stage, this can train their confidence to speak in public, then students tell stories and prepare many relevant sentences. This makes students spend a lot of sentences to finish the story. Therefore, the teacher must encourage students to produce as many sentences as possible so that students can improve their speaking skill in a fun way.

Listening music and sing a song

This activity also can improve their speaking skill. Theriana (2021, p. 45) claims that, learning media can help the learning process which is presented in the form of video, audio, pictures, animation, film, and etc. Listening music activities can help students to improve pronunciation in a fun way. Most students are enjoyed listening music. Then singing, this makes students produce many sentences and memorize vocabulary. Only by imitating a singer, students can unconsciously pronounce sentences like the original singer. In addition, watching movies can also improve speaking skill, by listening and imitating that the actor saying, unconsciously it can improve intonation and pronunciation correctly and pleasantly.

**Types of Introvert Personality**

Zafar & Meenakshi (2012, p. 34) state that introverts have a quiet personality, prefer reading rather than meeting and talking to other people, do not have many friends but have close friends. Introverts get their energy from inward. They seem quiet, shy and prefer solitude, when an introvert is tired and stees, introverts tend to take themselves to a quiet, lonely place like in a room alone. Arip et al (2017, p. 452) state that, introverts are individuals who are less active, don't talk much, don't socialize, prefer to do work alone than in groups, typically serious, shy, lack self-confidence and most introverted people remain bound by the rules. Uzer (2017, p. 262) states that introvert often evaluate themselves, careful, and easily manage anxiety. Introvert are more introspective evaluating their own thoughts and feelings. They like to plan for things to come and love life in order. They are often said to be quiet and they only want to talk about important things. This makes introvert often said arrogant and don’t want to socialize, thus the most introvert personality have a less friend. They are differences between extrovert and introvert based on characteristics.

**Method of Research**

The method used in this study was qualitative research. Afrizal (2014, p. 13), claims that qualitative research is a method that collects and analyze data in the form of words and human actions. He considers that the qualitative research generally collects data in the form of written or oral, but that does not mean qualitative research cannot use numbers, if numbers are needed when researching it can be used, but numerical data is not the main data. In this study, the writer used personality inventory test questionnaire, interview, and documentation as a technique for collected the data.

The validity of data is the most important thing that can increase the effectiveness of the data. The instrument is validated by the several experts to avoid errors in data retrieval.

**Findings and Discussion**

The writer distributed 20 personality questionnaires and answer by yes or no question to eighth grader of A and B class which were distributed via *google* form to know students who are classified as introvert personality. After analyze the 72 students, there were 8 introvert learners, namely from eighth A there were 3 introvert learners and eighth B there were 5 introvert learners, take the highest point which is 15 above. Method of scoring for questionnaire is on the subject who answer “yes” to the favorabel gets a score of 1 and those who answer “no” would get a score of 0, while the subject who answer “yes” to the unfavorabel gets a score 0 and those answer “no” would get a score of 1. Thus, the higher total score obtained its mean that is introvert personality. Widhiarso (2016, p. 2) states that a set of items consisting of statement that are balanced between those that are favorable and unfavorable to the object of attitude. On the other hand, favorable refers to the aspects that support the research object, unfavorable refers to aspect do not support the object of the research. The existence of items having an inverse direction is expected to condition the respondent to read each item of the statement is more precise.

The writer would interview several introvert learners and teacher of English at eighth grader of Junior High School 2 to obtain information related to the problems in this study. Introvert learners as well as teacher of English and counseling teacher were interviewed to get information. Interview with introvert learners through online *zoom cloud meeting* and video call via *WhatsApp*, while teacher of English and counseling teacher interview directly at school. Introvert learners have problems in their speaking activities. The biggest problems that introvert learners faced were lack of vocabulary and lack of self-confidence. Introvert learners also have high shyness, so introvert learners think that if they make a mistake, they will be laughed at by their friends. These factors make introvert learners out of reach of vocabulary and reluctant to participate in speaking activities. Introvert learners’ expectation that teacher of English understand more about themselves and pay more attention to introvert learners. As a teacher of English, we are required to be more creative in teaching foreign languages, because teaching foreign languages ​​is not as easy as teaching other subjects, especially for introvert learners.

**Conclusion**

**Introvert Learners Lack in English-Speaking Activity**

The main problem introvert learners are lack of vocabulary, and also lack of self-confidence. This really affects their speaking activity. Introvert learners also have feelings fear of being wrong and afraid of being laughed at by their friends, which can prevent introvert learners from progressing in the learning process.

**Introvert Learners Expectation in English-Speaking Activity**

Introvert learners wants to teacher of English pay more attention to introvert learners. Teacher of English can also provide fun learning according to the introvert learners expectation such as a small scope of group discussion because introvert learners tend to be shy and find it difficult to give opinions in a large.

**Teacher of English Handle Introvert Learners for the Importance of their Speaking Ability**

Teacher of English ask about interesting activities that introvert learners like such as role play and discussion activities. Teacher of English also gives praise to introvert learners when they do something well, so that introvert learners are motivated and enthusiastic in improving their speaking activity

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